

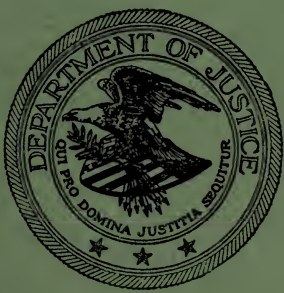
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FEDERAL TEXTBOOK ON CITIZENSHIP

The Gardners Become Citizens
A Supplementary Literacy Reader
Book 2



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The Gardners Become Citizens

BOOK 2

A READER

FOR USE IN THE PUBLIC SCHOOLS
BY CANDIDATES
FOR NATURALIZATION



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IMMIGRATION AND NATURALIZATION SERVICE

EARL G. HARRISON, *Commissioner*

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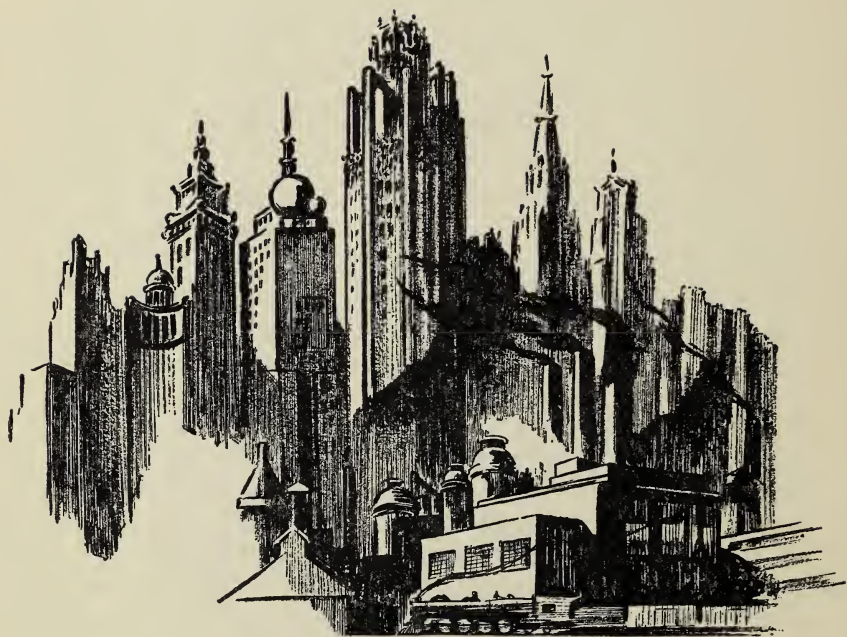
Foreword

THE GARDNERS BECOME CITIZENS is prepared at two levels of reading ability. The lesson arrangement and the story are the same in each book. This plan makes it possible for a teacher to combine two groups of varying ability for group discussion.

The preparation of the manuscript was financed by funds provided by the Work Projects Administration of the Federal Works Agency, and the illustrations were provided by the Art Project of the Work Projects Administration in New York City.

WILLIAM F. RUSSELL, *Director,*
National Citizenship Education Program.

1964 43 de-9



CHICAGO

LESSON 1

JOHN GARDNER

John Gardner lived in Chicago. He came to this country many years ago. He became a citizen as soon as he could.

He worked all day. He went to night school. He learned to speak English. He learned many things about this country.

John liked this country. He worked hard and saved his money. He wanted to save enough to bring his father and mother here. He saved enough to have a home, too. Each week he put away some money for his parents. Each week he put away some money for the new house.



JOHN WORKED HARD AND SAVED HIS MONEY

John wrote many letters to his father and mother. He told them what to do to get ready. He told them he was almost ready to send for them. He said they should do all the things he told them. He said, "I want you to come into this country in the right way. I want you to become citizens of the United States."

At last John had enough money to send for his father and mother. He had the new home. He wrote to his father and mother to come. He went to meet them when it was time for their ship to come.

He hoped they would have no trouble with the immigration officers. He wanted to be there when his father and mother came. He wondered how they would get along. Would they have their necessary papers? Would they be glad to live in this country?

LESSON 2

GOOD-BYE

John's parents were glad to come to this country. They had done all the things John had told them to do. They had seen the American consul. They had sent him the necessary papers. They had their photographs made. They waited three long years until the quota would let them come to America. At last they were told they could come.

One day in May they were ready to leave. They were sad to think of leaving their homeland. It was beautiful in May. Their little home looked best this time of year. They had lived in it many years.



AT LAST THEY WERE TOLD
THEY COULD COME

Their friends came to the train to see them off. They thought it would be wonderful to go to America. "Good-bye, good-bye," said their friends. "Write to us often." The Gardners had never traveled on a train before. Most of their friends had never traveled on a train.

Soon the train stopped at a large city by the sea. Mr. and Mrs. Gardner got on a big ship. They looked back as the ship pulled away. They looked and looked until they could no longer see land. "We must not be sad," said Mr. Gardner. "There is much for us to be happy about. John will be waiting for us. We have some old friends over there. We shall soon make new friends."

LESSON 3

THE UNITED STATES

The ship arrived in New York in about a week. The doctors and immigration officers came out to the ship. Mr. and Mrs. Gardner showed their papers to these men. They hoped they would meet the immigration laws. Not all people who come to the United States are permitted to come in. Some must go back.

The immigration officers asked the Gardners to show their papers. The officers said the papers were all right. The doctors gave Mr. and Mrs. Gardner a health examination. They said the Gardners were in good health.

Mr. and Mrs. Gardner were very happy. They could come into the United States. Tomorrow they would see John.

Morning came. Mr. and Mrs. Gardner were up early. They could not dress fast enough. They looked at all the strange things. There was the big statue John had told them about. It seemed to say it was glad they had come. They were getting near their port of entry. There were many, many people but they could not see John.

"There he is; there is our John," said Mr. Gardner. There was John, looking very happy. It was so good to be with him again.



THERE WAS THE BIG STATUE JOHN HAD TOLD THEM ABOUT

LESSON 4

NEW PLACES

John called a taxi to take his parents through the busy streets of New York. They looked at the tall buildings. They seemed even more wonderful than the pictures. They looked so strong and tall. "We call them skyscrapers," said John.

The traffic lights were new to Mr. and Mrs. Gardner. John explained the signals to them as the taxi stopped for a red light. "You see the red light facing us now? That means we must stop.

"Green means to go."

Mr. Gardner thought the traffic signals were the most wonderful things he had ever seen. "I have many strange things to show you," said John.



JOHN EXPLAINED THE SIGNALS TO THEM AS THE TAXI
STOPPED FOR A RED LIGHT



THEY COULD LOOK OVER THE CITY AND SEE MANY
WONDERFUL THINGS

John and his parents stayed in New York for three days. They stopped at a large hotel. It had many floors. They could look over the city and see many wonderful things. The electric signs seemed wonderful to them. Many things were new and strange to them. They were glad John was there to explain everything. "We could not find our way alone," said Mr. Gardner. "We must do what John tells us. We must learn English soon so that we can find our way alone."

John said that he must go back to Chicago. He must report for work in two days.

LESSON 5

A NEW HOME



The Gardners got on the train in the evening. The electric lights were on. They were interested in everything. The train was larger than the one they rode on in their country.

The next day they arrived in Chicago. They got on a streetcar because John's house was a long way from the station. They saw more skyscrapers. They thought the people were very busy. Policemen helped with the traffic.

At last they arrived at John's house. It was a small house with five rooms in it. His mother and father would live with him. There was much light and air in the house. John's mother was pleased with it. She saw the sink with hot and cold water. John showed them the bright, clean bathroom. They thought John must be very rich. Certainly he had a very comfortable home.



JOHN SHOWED THEM THE BRIGHT, CLEAN BATHROOM

Mr. and Mrs. Gardner asked about their friends who had come to Chicago. John called them on the telephone. He asked them to come in that evening. The old friends were glad to see each other. Some of them looked well and happy. Some of them looked old for their years. They did not look happy. Mr. Gardner wondered why it was.

Another interesting thing for the Gardners was the fine dinner. "This is a land of comfort," said Mr. Gardner.

John went to work the next day. He had a good job. He worked hard and spent his money wisely.

Mr. and Mrs. Gardner were very busy. There was so much to learn about the new home. They must write to their friends in the old country. They must tell them about this wonderful place.

LESSON 6

AMERICAN FRIENDS

The Gardners tried hard to learn the ways of the American people. They met some American neighbors. The neighbors showed Mrs. Gardner how to prepare American food. The Gardners learned a few words each day and soon could speak with the neighbors. They learned to do the buying in the neighborhood stores. They took the street-cars and went to visit their friends.



THE NEIGHBORS SHOWED MRS. GARDNER HOW TO PREPARE
AMERICAN FOOD

One Saturday John said he would like to send an invitation to three of his American friends. He would like to have them come to dinner the next day. "These friends are Mr. and Mrs. Nelson and their son, Edward," said John. "They have been very kind to me. They helped me when I came to this country."

"We shall be glad to meet your friends," said Mrs. Gardner.

"I'll help your mother prepare the dinner," said Mr. Gardner. "What shall we have for dinner, John?"

"I think my friends would enjoy a dinner of old country cooking," said John.

The Nelsons accepted the invitation with pleasure. Mr. and Mrs. Nelson and their son, Edward, arrived promptly. John met them at the door and took them to his parents. It was hard for them to visit with each other. Mr. and Mrs. Gardner did not know the English language very well. John told them what the Nelsons said. Then he told the Nelsons what his parents said. Mrs. Nelson said they enjoyed the dinner. She hoped Mrs. Gardner would show her how she prepared some of the dishes. Mrs. Gardner said she would be glad to show her. She wanted to learn how to prepare American dishes.



JOHN MET THEM AT THE DOOR AND TOOK THEM TO HIS PARENTS

The Nelsons went home. The Gardners talked for a long time about the visit. It was a pleasant visit. "We would enjoy these visits more if we could speak English. We must learn the language soon," they said. "The Nelsons must be our friends, too."

LESSON 7

AN OLD FRIEND

One summer afternoon the Gardners went to the park. Mrs. Gardner wanted to see the flower show. Mr. Gardner wanted to see the great American game called baseball. He walked to the flower show after the game. He met an old friend on the way. He had known him in the old country. "Let us sit here and talk," said Mr. Gardner. "Did you enjoy the ball game?" His friend thought it was a good game.

They talked about many things. The friend asked many questions about the homeland. Were the people having a hard time? Were there many changes? Were their old friends still there?

Then they talked about the United States. This time Mr. Gardner asked most of the questions. "How long ago did you come to the United States?"

"About thirty years ago," said his friend.

"Then you became a citizen many years ago," said Mr. Gardner.

"No, I am sorry to say I am not a citizen," said his friend.

"I wonder why so many of my friends are not citizens," said Mr. Gardner. "Is it very hard to become a citizen?"

"No, but there is much to learn," said his friend. "When my friends and I came to the United States we did not think about becoming citizens. We had chosen the United States to be our home. It was our country now and we thought that was all there was to it. I wish I were a citizen, but it is too late now, I am too old."

"But you are just my age," said Mr. Gardner. "I intend to become a citizen."

LESSON 8

IS IT BETTER TO BE A CITIZEN?

Mr. Gardner's friend continued to speak. "I enjoy many of the same rights that citizens enjoy. My life is protected. My home and my freedom are protected. I pay no more tax than a citizen.

I read newspapers printed in my own language. I have a bank account. It is protected."

"Why do you now think it is better to be a citizen?" asked Mr. Gardner.

"I have learned to think of America as my country," said

his friend. "I love it. I want to vote. I want to have something to say about how my city and my country shall be run. I want to be a part of it.

"My wife and I think that if we were citizens our children would be nearer to us. They speak the English language well. They are citizens. They have many American friends. They are a part of the country.

"Our ways are different. People still think of us as belonging to the old country. Many of our old friends have gone. It is hard for us to make new ones. We stay at home. We are alone. There is little for us to do."



MRS. GARDNER CAME OUT OF THE FLOWER SHOW. SHE, TOO, WAS GLAD TO MEET AN OLD FRIEND

“You can make new friends,” said Mr. Gardner. “I will ask John. He will tell us how.”

Mrs. Gardner came out of the flower show. She, too, was glad to meet an old friend. She asked him to come to see them soon. “We shall have another good talk,” said Mr. Gardner.

“Good-bye.”

LESSON 9

CITIZENSHIP MAKES A DIFFERENCE

John Gardner belonged to a National Club. He invited his parents to a party which his club gave at a hotel. They met many people from their old country.



AFTER DINNER THERE WAS A SPEECH. THE SPEAKER WAS AN IMPORTANT MAN

First they had a fine dinner. There was music while they ate. It made the tears come to their eyes. It was the music of their homeland.

After dinner there was a speech. The speaker was an important man. He, too, was from their homeland. Now he is a citizen of the United States. He talked to them in their own language. His subject had but three words. The title was "Visitors or Voters."

He said, "Most of us came here to make our homes. We did not come to make money to take back to the old country. Few of us came here to study and then go back. We came here to work and live.

"We gave much to this country, too. We helped to build railroads, to mine coal, to farm the land. We gave music and art.

"There were hard times, but we had work. We made more money than we did in the old country. People were kind to us. We made many friends. Many of us became citizens. We learned the language. We obeyed the laws. We were happy. We thought we had done enough."

LESSON 10

WHAT DO THE CITIZENS THINK?

“Times like these bring changes for noncitizens,” said the speaker. “People are afraid that we may not be loyal to the United States. Citizens are employed first. Some States pass laws that favor citizens. There are laws which protect citizens who are out of work. There are laws which protect citizens who are too old to work. Those who are not citizens are often not protected by these laws.

“Now they are beginning to think of us as visitors. We have stayed a long time but have not become a part of this country.

“You all like to have visitors in your home. But what about visitors who stay too long or do not pay their way? Do you like it when visitors do not help with the home work? No, you do not like it. Sometimes the citizens feel that way about us.

“Are the citizens right? Shall we go back to the old country? Or shall we become citizens? Becoming a citizen makes a big difference. We are then part of the country. Becoming a citizen means more than receiving rights. It means that we have more duties, too.

“The United States Government is a democracy. The people make the Government in a democracy. Each person’s vote is important. It is not easy to build a good government. It takes honest living, honest working, honest voting. It takes loyal citizens.

“We can show that we are loyal. We can show that we are not visitors. We can become citizens. The Immigration and Naturalization Service will help us. Free evening schools will help. We all ought to try to become good citizens of our new homeland.”

Mr. and Mrs. Gardner did not say much on the way home. John saw that they were thinking. At home they talked about the speech. They talked about their friends who were citizens and those who were not.

“We must become citizens as soon as we can,” said the Gardners. “John will tell us what things we must do.”



MR. AND MRS. GARDNER DID NOT SAY MUCH ON THE WAY
HOME

LESSON 11

THE FIRST STEP TO CITIZENSHIP

The Gardners were determined to become citizens of the United States. They talked with their son John about it. John knew how to help them because he had gone through the same experience.

They asked many questions. John's mother asked, "If father becomes a citizen, will that make me one?"

"No; there are some things you must do, too," said John.

"How soon can we become citizens?" asked Mrs. Gardner.

"You have just arrived so it will be necessary for you to wait five years," John said.

"But why must we wait? We want to be citizens as soon as possible," said Mrs. Gardner.

"The American naturalization laws determine these things," said John. "You may make your application for declaration of intention at once. But you will not receive final citizenship papers for five years. Five years is not too long. You have many things to learn.

"You will want to learn to speak and to understand English. You will want to learn to read and write English. You will want to learn American ways. You will want to know how the Government works. You need to know your duties as well as your rights."

Mrs. Gardner asked, "How can we learn so much?"

"You should go to school," said John.

"Go to school!" said John's father. "No school! Old people do not go to school. We have no money for school."

"It costs no money," said John.

"Do we have to go to school to become citizens?" asked John's father.

"No," said John, "but I think you ought to try. It is a good place to practice speaking English. You will meet new people and make new friends. It is a good place to learn about the American way of life."

"I must go now, we will talk about the school tonight. I shall bring home the applications for your declaration of intention. We shall study them this evening."

The Gardners did not say much. They were afraid they could never learn the American ways. They did agree with John. They ought to try.



WE WILL TALK ABOUT THE SCHOOL TONIGHT

LESSON 12

WHAT THINGS MUST WE DO FIRST?

John and his parents sat around the table after dinner. They studied the application papers which John had brought home.

"What is the first thing we must do?" asked John's father.

"You must make your applications for your declaration of intention," answered John.

"What does that mean, John?" asked his mother.

"You and father must answer the questions on these papers," said John. "They are the applications for the declaration of intention. The applications will show the Government that you want to become citizens."

"My neighbor did not make a declaration of intention," said John's mother.

"No, her husband became a citizen several years ago," said John. "She did not need to make a declaration of intention because her husband was a citizen. If you and father want to become citizens at the same time, you must do the same things that father does."

John read the application to them. They learned that they must each have three photographs. They must sign their names on the margins of the photographs. They must each have a money order for \$2.50.

John told them to have their photographs made the next day. "Take your papers with you so the man will make the right kind of photographs," said John. "Then go to the



JOHN WROTE THE ANSWERS ON THE APPLICATIONS

post office. Ask the man at the window for two money order forms. We will fill them out tonight."

The Gardners did what John told them to do. They had their photographs made. They brought home the money-



MR. AND MRS. GARDNER ASKED FOR TWO MONEY-ORDER
FORMS AT THE POST OFFICE

order applications. That night John made out the money-order applications. He showed his parents how to make them out. The money orders were to be made payable to the Commissioner of Immigration and Naturalization, Washington, D. C. Each was to cost \$2.50. This money was to pay for their certificates of arrival.

Mr. Gardner took the money order applications and the money to the post office the next day. The man at the money order window wrote the two money orders. He charged eight cents each for making them out. This is a safe way to send money through the mail.

LESSON 13

APPLICATION FOR DECLARATION OF INTENTION

Saturday evening the Gardners worked on their applications for the declaration of intention. John read the questions. His father and mother told him the answers. John wrote the answers on the applications.

When the questions were all answered John showed his mother where to sign her name. His father signed his name in the right place. They each signed their three photographs in the margins with ink. They put their money orders and their photographs with the papers.

They mailed all these things to their Immigration and Naturalization office. They knew that it would take some time to examine the papers. They knew the office would notify them when to come for their first papers. John asked, "Do you know that you have to pay another two dollars and a half when you go for the first papers?"



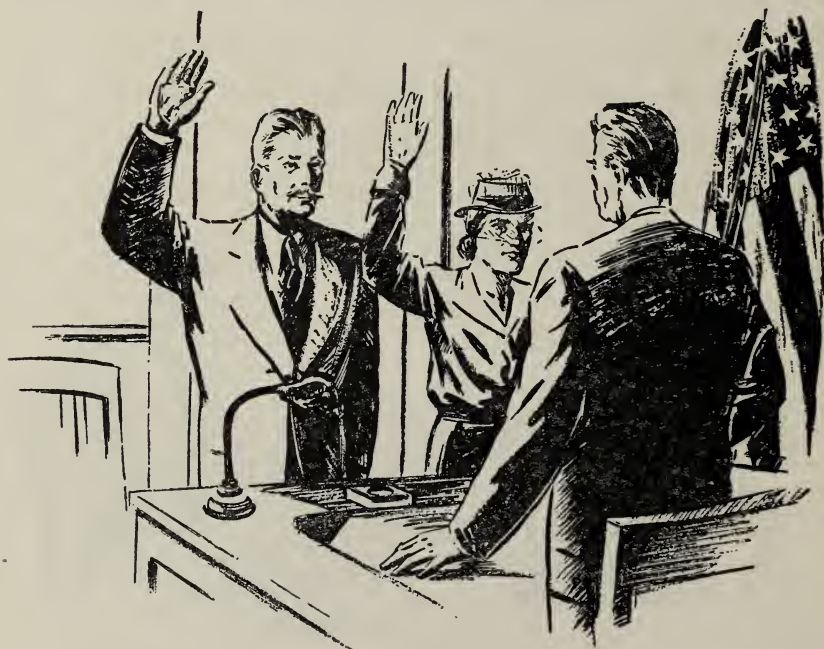
JOHN READ THE APPLICATION TO THEM



WHEN THE QUESTIONS WERE ALL ANSWERED, JOHN SHOWED
HIS MOTHER WHERE TO SIGN HER NAME

“Yes, we will take the money with us,” said Mr. Gardner.

One day a letter came asking them to make their declarations of intention. They went to the office.



MR. AND MRS. GARDNER SWORE TO TELL THE TRUTH

The clerk asked Mrs. Gardner to come into his office. He asked her to raise her right hand. Mrs. Gardner swore to tell the truth. She declared her intention of becoming a citizen of the United States. Mr. Gardner was sworn in and declared his intention of becoming a citizen.

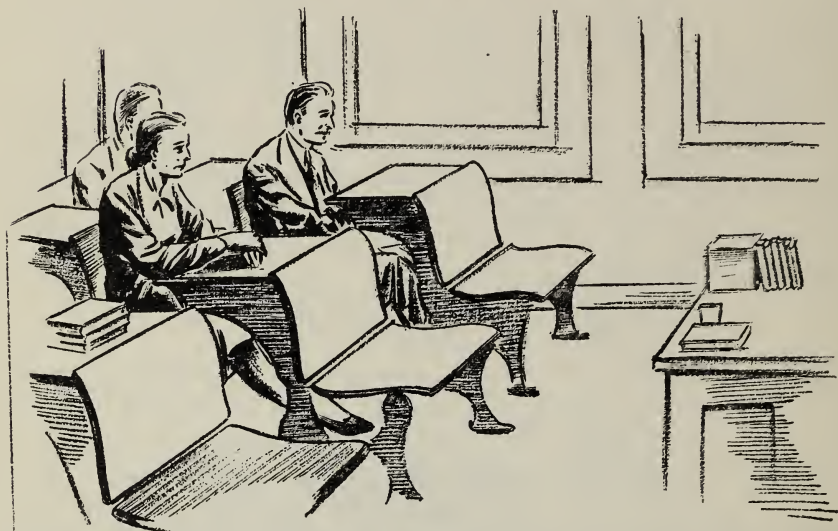
Each signed a declaration of intention. Each paid the clerk two dollars and a half. Each received a copy of his declaration of intention. They went home happy. They had their first papers.



EACH SIGNED A DECLARATION OF INTENTION

LESSON 14

THINGS WE MUST KNOW



THEY WENT TO A SCHOOL LIKE THIS ONE TO LEARN HOW
TO BE CITIZENS

Mr. and Mrs. Gardner have been in the United States five years. They went to school to learn how to be citizens. English is not an easy language to learn. John helped them by speaking English with them at home.

Mr. and Mrs. Gardner know now what it means to be a citizen in a democracy. They know how important it is for all of us to work together. They know that we must share the responsibilities if we are to keep our form of government.

They know how important it is for every voter to read, to listen, and to think for himself. Some people want us to believe *all* of what we hear. Some of the things we hear are not true. We need to learn what to believe and what not to believe.



One day at school the teacher talked with the people who were ready for citizenship. "There are a few final things we should talk about again," she said. "Some of you have special questions. The Immigration and Naturalization Service will help you with them."

The class named the following requirements:

You must live in the United States five years or more before you petition for citizenship.

You must live in the State in which you petition for citizenship six months before you file your petition.

Your declaration of intention must not be more than seven or less than two years old.

You must show that you are of good moral character.

You must show that you believe in the Constitution of the United States.

You must bring two American citizens who can show that the things you say are true.

You must show that you know how the United States came to be.

You must show that you know how the Government of the United States works.

You must show that you understand how the State and local governments work.

You must be able to speak English.

You must be able to sign your application for naturalization in your own handwriting using English letters.

LESSON 15

OTHER THINGS YOU MUST KNOW



“The examiner will ask you if you have ever been arrested. If you have, you must say so. You must tell what happened. You must give true answers to all questions. If you do not give true answers, the Government may not permit you to become a citizen.

“The law says you must bring two witnesses. They must be citizens of the United States. They must know you well. The court will ask them many questions about you. They must give true answers to the questions. They must know that you have lived in the United States for the last five years. They must know that you have lived in the State for the last six months. If you have lived in more than one place in the last five years, you must have two witnesses from each place.

“The court will ask them what you do in your home and your neighborhood. The court wants to know whether you will be a loyal citizen. It wants to know whether you believe in our kind of government.

“Your application for citizenship will ask whether you have read the oath of allegiance. You know this oath. You have read it in class many times. Let us think together about what it means:

You must say under oath that you will give up all allegiance to the country or rulers of the country from which you came.

You must say that you will defend the Constitution of the United States against all enemies.

You must say you believe in our kind of government.

You must say that you wish to become a citizen.

You must say that you understand what you are doing.

You must say that no one is making you take the oath.

“You may still love your homeland,” said the teacher. “You should always be proud of the good things your country and your people have done to make the world better. But now you have chosen a new homeland. To this country—to these United States—you give your loyalty.”

LESSON 16

PETITION FOR NATURALIZATION

Some of the people in the class were ready to file their applications for naturalization. The teacher told them about the papers they would need.

Three signed photographs.

Declaration of intention (if one is needed).

Alien registration receipt card.

Five dollars. (Those who did not have to file a declaration of intention and did not get a certificate of arrival will have to pay \$2.50 for it now.)

"You must fill out applications for naturalization. Some of you will have help at home and I shall be glad to help the others," the teacher said.

Mr. and Mrs. Gardner would have John's help. They could speak English now. They could read the English language newspapers. They could understand our kind of government. They talked about elections. They talked about the men for whom they should vote. They learned about political parties. They talked about city government.



John was proud to help his parents make out their applications for naturalization. Each signed his own application. Each signed three new



ONE DAY THE LETTER CAME

photographs. They put all their necessary papers with their applications for naturalization. Mr. Gardner mailed them to the office of the Immigration and Naturalization Service.

One day a letter came. It told them the date they were to go to the office.

On the day they were to go, Mr. and Mrs. Gardner were as excited as children. "How do I look?" asked Mrs. Gardner as she put on her hat. "Do you think I shall be able to answer the questions, John?"

"You will answer them all right, Mother," said John. "Do not be afraid. You do not need to hurry. If you do not understand, tell the examiners. They will help you."

"Do you think Mr. Nelson will be on time?" asked Mr. Gardner. Mr. Nelson was one of their witnesses. The other witness was an old friend they had known in the old country. He had been a citizen of the United States for many years.

Mr. Nelson and the other witness were waiting when the Gardners arrived.

LESSON 17

AT THE NATURALIZATION COURT

Mrs. Gardner went to the examiner first. The examiner was in a special room. He raised his right hand. Mrs. Gardner raised her right hand. The examiner read the oath. Mrs. Gardner said, "I do." She had promised under oath that she would give true answers to the questions.

The examiner asked Mrs. Gardner questions that she had answered in her application. He wanted to find out if she had given true answers. Next he asked her some questions about the Government. Some were easy. Some were hard for her to understand. She could not always think of the right English words. One question she could not understand. "Will you ask it again, please?" she said. The examiner asked the question in easy words. This time Mrs. Gardner could give the correct answer.



The examiner then asked each witness some questions. The witnesses must give true answers to all the questions. "What is your name?" the examiner asked Mr. Nelson. "Where were you born? When did you meet Mrs. Gardner? How long has she lived in this State?" These were some of the questions which the examiner asked Mr. Nelson.



THE EXAMINER NOW ASKED THE WITNESS SOME
QUESTIONS

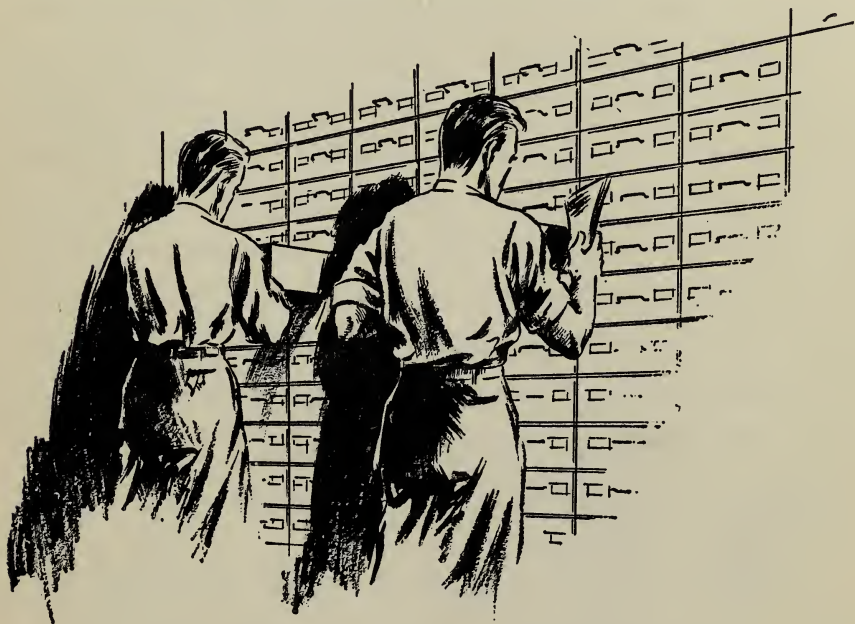
The other witness was called. The examiner asked him questions, too. Mrs. Gardner went to the clerk of the court and her petition for naturalization was written out. She signed it and swore that the statements were true. It was placed on file in the office of the naturalization clerk. Mrs. Gardner paid the clerk \$5.00 in cash. This paid for the petition for naturalization and the certificate of naturalization she would receive later.

Mrs. Gardner and the witnesses were examined again. This time all three were together. The judge asked Mrs. Gardner more questions about the government. His examination was held in the courtroom.

Mr. Gardner and his witnesses had been examined also. His petition was on file. The clerk told them they must wait at least 30 days. The clerk said they would receive word when to come to court again.

"I was afraid at first but the examiner was friendly," said Mrs. Gardner. "How did you get along?"

"Very well," said Mr. Gardner proudly.



THE PETITIONS WERE PLACED ON FILE

LESSON 18

THE FINAL STEP

After thirty days word came for the Gardners to come to the court again. This time they must declare in open court that they will give up all allegiance to their old homeland. They must say that they will support and defend the Constitution and laws of the United States. They must declare their allegiance to the United States.

The teacher and the whole class made arrangements to come to court. Six members of the class received their citizenship papers. John was there, too. In some courts it is so crowded that there is little room for visitors. Many other people were there to take the last steps to citizenship.

The judge asked all the people to raise their right hands. He raised his right hand. He gave the oath of allegiance. "You are now citizens of the United States," he said. The clerk then gave them their certificates of citizenship. Sometimes there are too many certificates to be made in one day. Then the clerk makes them out and mails the copy to the new citizens. These were their second papers. They were very proud of them.

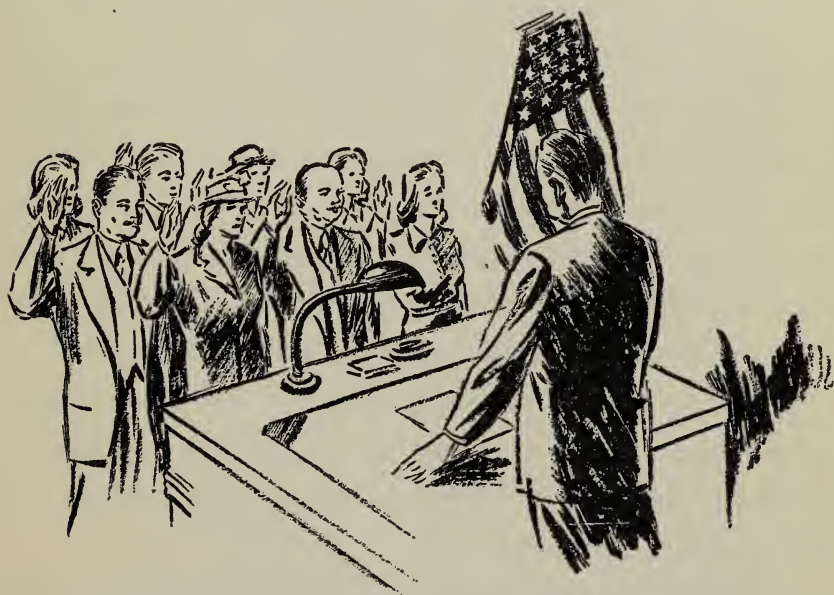
The judge gave a fine talk to the new citizens. He said, "You are now citizens of a great democracy, one of the few countries where people are still free. You have all the rights of a native-born citizen. The only offices you cannot hold are those of the President and Vice President of the United States. We expect you to be loyal citizens of your new homeland. You may be called upon to take up arms

to defend this country. You may be called upon to make many sacrifices. They will be made for a country which still believes in life, liberty, and the pursuit of happiness for every man, woman, and child.

“As you look at this flag of your new country, remember that you have a duty to help keep our country free and to work for a better world.”

When the Gardners came home their friends were there to meet them. “It’s a party,” said John, “a party for the new citizens.”

His father and mother were pleased. Everyone asked to see their certificates of citizenship. The Gardners showed them proudly. “How glad we are,” they said. “We are American citizens at last.”



AS YOU LOOK AT THIS FLAG OF YOUR NEW COUNTRY,
REMEMBER THAT YOU HAVE A DUTY TO HELP KEEP OUR
COUNTY FREE AND TO WORK FOR A BETTER WORLD

LESSON 19

THE GARDNERS CONTINUE IN SCHOOL

The Gardners thought about what the judge told them at the naturalization court. He made them feel the importance of being American citizens. Perhaps they should continue to go to school.

They had learned many things but there was so much to learn. The judge said they had the same rights and duties as native-born citizens. Did they really know the rights and duties of citizens of the United States?

John told them to go to see the teacher. He felt she would be glad to have them come back. Perhaps more of their friends would be there.

They went to school the next evening and were happy to find the other friends of the class there. The teacher gave them a friendly smile. She said she would arrange for a special class in American government for them each Thursday. "You have shown a fine spirit," she said. "Perhaps some of your American neighbors may wish to join your class. Perhaps you would like to organize a Citizens' Club. What are some of the things you would like to study?"

"I need to know more about voting," said Mr. Gardner. "Our community needs a playground and we will have to vote for it or against it. We want to know how to help make a good city government."

"I wish I knew more about the laws that have been passed to help working people," said another class member.

"I would like to know how local citizens can help in our war program," said Mrs. Gardner. "I have read in the

newspaper that everyone should help but I do not know what things to do.”

“I wonder if we could not learn more about health conditions in our city,” said another. “Is our water supply being protected?”

“I am sure we shall have some interesting discussions,” said the teacher. “I shall help you all I can. Next Thursday, then, at seven o’clock. Good-bye.”

LESSON 20

THE CITY AT WORK

The Gardners and their friends were at the school on the following Thursday. Mr. Gardner had brought a map of the city. A neighbor had brought an interesting newspaper article about the water supply. It told the steps the city was taking to protect the water. It was important defense work.

The teacher held up the map which Mr. Gardner brought. She pointed out the business part of the city. She showed them the parks and playgrounds. Some parts of the city had several playgrounds. Other parts had none. She showed them the city hall, the fire stations, the schools, and the libraries. She pointed out a wide line around the city. "Within that line people live under the city government," she said. "They pay taxes to the city and receive many services."

"What kind of services do we receive?" asked Mrs. Gardner.

"They protect us from crime," said one person.

"They protect us from fire and disease," said another.

"They give us playgrounds, libraries, and airports," said another.

"Most of you showed the greatest interest last week in our water supply," said the teacher. "Perhaps we should choose that as our first problem and find out all we can about it. Shall we make a list of some of the things we shall want to know?"

Each member of the group spoke of something he would like to know. The teacher wrote the list of questions on the blackboard. These were the questions:

Where does our drinking water come from?

What city department is responsible for the water supply?

Is our water supply being protected?

How much water does this city use in a day?

How much does city water cost?

How is the water made pure?

Each person agreed to work on one question. Some of the students would plan for a trip to the city water department. They would find out for themselves just how the city works for them.

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